City of Rockville
Fiscal Year 2017 Youth Services Needs Assessment

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Introduction

The City of Rockville Community Services Division's Fiscal Year 2017 Youth Services Needs Assessment is designed to provide information for the provision of Regional Youth Services within Area 1 (Rockville). As one of 16 Youth Service Bureaus (YSBs) in the State of Maryland, the City is required to do an annual assessment of need for the geographical area covered by YSB services. This document examines need within the context of the direct services stipulated by the Montgomery County Contract # 1041075 issued on May 12, 2014, namely, information and referral, advocacy, and supportive individual and group services to at-risk youth and families. While Rockville continues to pursue different strategies for reaching out to families of diverse origins whose children attend our local schools, the Community Services Division is also continually refocusing its programs and services to meet the changing needs of the local community. This document does not include a fully comprehensive assessment of all the needs of youth in the City, but it reflects those which have been identified as prevalent or critical through this process.

Process Used

For the purpose of this assessment, a **"need"** has been defined as ***the gap between what is and what should be***.[1] The process of information-gathering was designed not to jump directly to proposed solutions (e.g., "We need more tutoring"), but rather to begin by identifying existing issues (e.g., "ESOL students graduate at a lower rate"). The page or pages devoted to each need include:
- a definition of the identified gap based on relevant interviews and research,
- an overview of the existing assets in place working to narrow the gap, and
- services, programs, initiatives, or policies that could further address the need.

To determine needs in Rockville, relevant community and school demographics were compiled, first to identify the needs of Rockville children and families, and secondly, to frame them within the context of the County as a whole. This process helped staff to better understand some of the underlying issues for Rockville youth and to identify areas where additional services may be needed. City staff took into consideration that in some instances Montgomery County is the primary provider of services, along with recognizing the limitations on services the City of Rockville, the Community Services Division, and the County can provide given current funding and staffing.

In addition to assessing need based on school and demographic data, Community Services staff solicited feedback from school and community personnel knowledgeable about the needs of Rockville youth and their families. These interviews served not only to gather information relating to need in Rockville but also to generate new ideas for service provision. Additionally, staff conducted focus groups with youth participants in Community Services' Regional Youth Services programs. Further information was gathered using a youth needs survey administered to school staff and youth program staff. Finally, this needs assessment cites United States Census Bureau statistics and other relevant data from various sources.

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[1] Needs Assessment. https://www.ag.ndsu.edu/evaluation/needs-assessment-1

Academics/Education

Gaps

- *Truancy & attendance*
  - While the overall MCPS attendance rate is 93.5%, the rate for Hispanic students is 91.0%, and the rates for students receiving services through FARMS, ESOL, Special Education, and 504 Plans are between 90% and 92%, meaning these students miss approximately one day of school every two weeks on average (see *Attachment F*).

- *Limited English proficiency*
  - MCPS staff report limited English proficiency among immigrant students.
  - Many immigrant students have interrupted or limited education in their native language or have experienced trauma that interferes with successful learning.
  - The four-year graduation rate for MCPS high school students with limited English proficiency (LEP) is just 44.8%, compared to an overall rate of 89.4% (see *Attachment E*). 28.9% of LEP students drop out of high school, compared to 5.7% overall (see *Attachment D*).

- *Lack of home computer/internet access*
  - MCPS staff report that many low-income students lack access to a computer and the internet at home.
  - In the Washington, DC metro area, 94.1% of households have a computer, and 87.0% have high-speed Internet.[2] However, nationally, only 62.4% of households earning less than $25,000 own a computer, compared to over 92% of those earning at least $50,000.[3]
  - School media centers have limited after-school hours.

- *Lack of parental assistance*
  - MCPS staff report that parents are often unable to provide academic assistance to their children, such as helping them with homework.
  - Parents have difficulty helping with homework due to lack of familiarity with the new curriculum and Common Core teaching methods, especially in math.
  - MCPS staff report that education is prioritized differently across families, from all-consuming emphasis, which can lead to anxiety, to neglectful indifference, leading to truancy or low performance.

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[2] Appendix Table D. Computer Ownership and High-Speed Internet Use for Individuals by Metropolitan Statistical Area. http://www.census.gov/hhes/computer/publications/2013.html

[3] Computer and Internet Use in the United States: 2013. http://www.census.gov/content/dam/Census/library/publications/2014/acs/acs-28.pdf

Primary assets

City of Rockville
- Latino Youth Development Program: homework help, study skills for middle and high school participants
- Mentoring Program: reading and homework help for elementary school participants

While some after-school programs provide participants with homework and study time, the City does not offer any programs geared solely at academic support or tutoring.

Montgomery County Public Schools
- Per MCPS staff, ESOL will be evolving to accommodate students with interrupted education to assist those individuals who may choose a different path than a traditional college education.
- MCPS's Multidisciplinary Educational Training and Support (METS) is designed to meet the linguistic and academic needs of English language learners who have had limited or no previous schooling or significant schooling gaps due to interrupted or disrupted education.[4]

Possible solutions

- Offer school- and community-based tutoring, including in Spanish.
  - To maximize convenience for students and parents, offer tutoring at school and in community centers or apartment complexes.
- Survey truant students on why they skip school and, in some cases, disconnect altogether.
  - Offer expanded school-based career readiness training to make attending high school more worthwhile for those not going to college.
- Increase parent involvement in Back-to-School nights and informational events.
  - Provide Spanish interpretation and translation.

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[4] Multidisciplinary Educational Training and Support (METS) Program.
http://www.montgomeryschoolsmd.org/curriculum/esol/instruction/mets.aspx

Bullying

Gaps

- *School-based bullying*
    - In 2014, 39.5% of Montgomery County middle school students and 17.5% of high school students surveyed reported being bullied on school property. 5.8% of high students surveyed did not go to school because they felt unsafe within the past 30 days.[5]

- *Cyber-bullying*
    - In 2014, 20.1% of Montgomery County middle school students and 14.4% of high school students surveyed reported being bullied electronically.[5]
    - According to MCPS staff and youth survey respondents, many parents do not monitor their children's internet or phone use, and kids are not knowledgeable about the consequences of their online actions. Nationally, 39% of parents report that they have never checked which websites their teen visited; 40% have never checked their teen's social media profile; and 52% have never looked through their teen's phone calls or messages.[6]
    - Bullying that happens outside of school, especially online, is harder for school staff to detect and address.

- *"Academic bullying"*
    - MCPS staff interviewed for this needs assessment report that exclusionary social cliques are formed based on students' grades and school classes.

- *Other negative behavior*
    - According to an interview with police, off-campus lunch creates issues with students getting beaten up or robbed. Thefts of items such as cell phones have occurred at school. Some students pretend to be affiliated with a gang to gain respect or fear from others.
    - According to an interview with City of Rockville community center staff, mean or catty behavior that does not rise to the level of bullying nevertheless hurts kids or interferes with their self-esteem.

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[5] 2014 Youth Risk Behavior Survey Results. http://phpa.dhmh.maryland.gov/ccdpc/Reports/Documents/2014%20YRBS%20Reports/2014MontgomeryHS%20Summary%20Tables.pdf & http://phpa.dhmh.maryland.gov/ccdpc/Reports/Documents/2014%20YRBS%20Reports/2014MontgomeryMS%20Summary%20Tables.pdf

[6] Parents, Teens and Digital Monitoring. http://www.pewinternet.org/2016/01/07/parents-teens-and-digital-monitoring/

Primary assets

City of Rockville
- The City observes National Bullying Prevention Month in October with a proclamation, webpage, and flyers. The Community Services Program Coordinator has also developed training materials for Recreation and Parks Department youth program staff on bullying awareness and prevention.

Montgomery County Public Schools
- MCPS's Bullying, Harassment, or Intimidation Reporting Form allows for the reporting of bullying behavior, and the MCPS website provides information for parents and students on contacting student services staff and links to mental health and counseling resources.[7]

Possible solutions

- Continue to work with youth workers, parents, and other stakeholders to further educate the community on the effects of bullying through trainings, workshops, and community forums.
- Educate parents on the importance of monitoring their children's internet and phone use to limit the negative effects of cyber-bullying.
- Utilize Rockville 11 and, if possible, Montgomery County media to publicize programs that address the effects of cyber-bullying.
- Work with community stakeholders to create an anti-bullying culture utilizing proven methodologies.

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[7] Preventing Bullying. http://www.montgomeryschoolsmd.org/info/bullying/

Gaps

- *Financial barriers*
    - In the 2012-2013 school year, the average year at a public four-year college in Maryland cost an in-state student $18,094, including tuition, fees, room, and board.[8] A individual earning minimum wage and working full-time in Montgomery County makes $22,360 annually.[9]
    - The Federal Student Aid office expects parents to contribute to their dependent child's college costs if the household earns over $25,000,[10] which is $700 more than the poverty line for a family of four.[11]

- *Racial disparities*
    - In 2010, 69% of all MCPS graduates enrolled in college the fall after high school. 78% of White and 77% of Asian students went directly to college, compared to 61% of African American and 50% of Hispanic students. Just 52% of students in FARMS and 28% of those in ESOL enrolled in college directly following high school.[12]

- *Conflicting responsibilities*
    - Some high school students report anticipating that they may need to work to provide for family members or support themselves rather than attend college.

- *Higher education incompatible with family's immediately foreseeable financial needs*
    - For parents of low socioeconomic status, many cannot spare the time or afford the costs of attending college to increase their family's future earning potential. They are thus confined to low-paying jobs, perpetuating the cycle of poverty.

- *Lack of knowledge about requirements*
    - The Free Application for Federal Student Aid (FAFSA) is complex and challenging to complete, especially for non-native English speakers.
    - Some students express that their parents, including first generation immigrants, are not familiar with the process and requirements of college preparation and applications.
    - First-generation college students are more likely to lack knowledge of the university system and experience less help in planning for college.[13]

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[8] Digest of Education Statistics. https://nces.ed.gov/programs/digest/d14/tables/dt14_330.20.asp
[9] Maryland Minimum Wage and Overtime Law: Montgomery County.
https://www.dllr.state.md.us/labor/wages/minimumwagelawmont.pdf
[10] The EFC Formula, 2017-2018. https://studentaid.ed.gov/sa/sites/default/files/2017-18-efc-formula.pdf
[11] Poverty Guidelines. https://aspe.hhs.gov/poverty-guidelines
[12] College Enrollment, Persistence, and Degree Attainment for High School Graduates in Montgomery County Public Schools, Maryland.
http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2012/College%20Enrollment%20Persistence%20and%20Degree%20Attainment%20final.pdf
[13] First-Generation College Students: The Influence of Family on College Experience.
http://forms.gradsch.psu.edu/diversity/mcnair/mcnair_jrnl2010/files/Hodge.pdf

Primary assets

City of Rockville
- The Latino Youth Development Program links middle and high school participants to college resources including Achieving Collegiate Excellence and Success (ACES) and FutureLinks.

The City does not offer any programs geared solely at college preparation or application assistance.

Montgomery County Public Schools
- Each high school offers college counseling, often with one designated College and Career Coordinator per school.
- Achieving Collegiate Excellence and Success (ACES) is a collaborative effort between Montgomery College, Montgomery County Public Schools, and the Universities at Shady Grove to support students in pursuing college degrees. The ACES student support program provides academic coaches to targeted high school students in ten MCPS high schools, offering both academic and student support, using a case management approach.[14]

Possible solutions

- Provide group or one-on-one college counseling to assist low-income and minority students with college admission and financing.
- Provide students and parents with information on the financial aid and scholarships applicable to their financial situation or ethnic background.
- Offer low- or no-cost SAT or ACT preparation.
- Assist students with college essays and completing applications.
- Offer low- or no-cost teen programs incorporating college information and tours.

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[14] Welcome to ACES. http://cms.montgomerycollege.edu/EDU/Department.aspx?id=54902

Drugs/Alcohol

Gaps

- *Alcohol*
  - In 2014, 24.7% of Montgomery County high school students and 5.4% of middle school students reported that they currently drank alcohol.[15]
  - School staff report that high-achieving students use alcohol to cope with stressors.

- *Heroin*
  - In 2014, 3.1% of Montgomery County high school students and 1.5% of middle school students reported that they had ever used heroin.[15]
  - In 2015, there were 37 heroin-related deaths in Montgomery County.[16] While most heroin users in Montgomery County are adults, children are affected by the addiction and overdoses of parents and family members.

- *Marijuana*
  - In 2014, 16.8% of Montgomery County high school students and 4.1% of middle school students reported that they currently used marijuana.[15]
  - Possession of small amounts of marijuana in Maryland was decriminalized in 2014. Under Maryland law, possession of less than 10 grams of marijuana is a civil offense, punishable by a fine of up to $100. Offenses involving the use of marijuana in public carry a civil fine of up to $500.[17]
  - Rockville Police report that marijuana is easier for students to obtain and used more widely by students across SES and academic achievement levels. The schools now play a larger disciplinary role for marijuana incidents than do the police.

- *Prescription drugs*
  - In 2014, 12.5% of Montgomery County high school students and 7.6% of middle school students reported that they had taken a prescription drug without a doctor's precription.[15]
  - School staff report that students share their prescription drugs with friends.

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[15] 2014 Youth Risk Behavior Survey Results.
http://phpa.dhmh.maryland.gov/ccdpc/Reports/Documents/2014%20YRBS%20Reports/2014MontgomeryHS%20Summary%20Tables.pdf &
http://phpa.dhmh.maryland.gov/ccdpc/Reports/Documents/2014%20YRBS%20Reports/2014MontgomeryMS%20Summary%20Tables.pdf

[16] New County Cable Montgomery show looks at how heroin epidemic is impacting County residents.
http://www2.montgomerycountymd.gov/mcgportalapps/Press_Detail.aspx?Item_ID=17410

[17] Having a small amount of pot in Md. is no longer a criminal case. https://www.washingtonpost.com/local/md-politics/pot-decriminalization--for-small-amounts--takes-effect-in-maryland-on-wednesday/2014/09/30/bc379534-48a5-11e4-891d-713f052086a0_story.html

Primary assets

City of Rockville
- Latino Youth Development Program: drug, alcohol, gang, and illegal activity prevention is incorporated into the program curriculum for middle and high school boys

Montgomery County Public Schools
- Assistant State's Attorney Steve Chaikin leads an ongoing community outreach speaking presentation, "Speak Up, Save A Life," educating students on the opioid epidemic and the Good Samaritan law.
- The Montgomery County Alliance to Prevent Youth Substance Abuse's "Many Voices for Smart Choices" initiative offers programs aimed at increasing effective parenting skills, assisting youth in developing healthy life skills, and preventing substance abuse.[18]
- Montgomery County's Department of Health and Human Services operates Screening and Assessment Services for Children and Adolescents (SASCA), which conducts confidential substance abuse screenings for children and provides referrals for treatment.[19] SASCA is a recipient of a grant aimed at expanding provision of drug and alcohol education.

Possible solutions

- Continue and expand school-based presentations and education on the effects, legal status, and dangers of drugs.
- Make additional low- or no-cost early intervention mental health counseling available for students (see *Mental Health*).

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[18] Many Voices for Smart Choices. http://www.manyvoicessmartchoices.org/

[19] Screening and Assessment Services for Children and Adolescents (SASCA). http://www.montgomerycountymd.gov/HHS-Program/Program.aspx?id=BHCS/BHCSSASCA-p1961.html

Employment

Gaps

- *Part-time employment for high school students*
  - Entry-level jobs equip teenagers with customer service, teamwork, and technical skills that prepare them for future participation in the workforce. Earnings from teens' part-time jobs help many families economically in that adolescent children are able to ease financial burdens on their parents by contributing to the household or by financing their own purchases.[20]
  - Labor force participation rates for teenagers fell from 56% in 2000 to 39% in 2014.[21]

- *Post-high school job search and readiness*
  - The national unemployment rate in 2014 for recent high school graduates not enrolled in college was 28.8%, only slightly lower than that of high school dropouts (30.3%).[22]
  - According to feedback in student focus groups, MCPS high school college and career centers focus more on college readiness than preparation for entry into the workforce after high school graduation.

- *Career exploration for college-bound students*
  - Limited opportunities exist for high school students to engage in job-shadow or internship programs that would give them exposure to career options.

- *Job search assistance for parents*
  - Of the 63 approved Rockville Emergency Assistance Program (REAP) applications in FY 2016, 47% were for single-mother households, followed by 32% for single-adults or seniors and 19% for two-parent households. (see *Attachment H*)
  - Of the 63 approved Rockville Emergency Assistance Program (REAP) applications in FY 2016, for 42% of households, the primary source of income was employment. However, their earnings were insufficient to meet their basic housing or medical needs.

Primary assets

City of Rockville
- The Linkages to Learning (LTL) program at Maryvale Elementary School offers comprehensive case management, including job search assistance for parents.

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[20] The Benefits and Risks of Adolescent Employment. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2936460/

[21] Worrying declines in teen and young adult employment. https://www.brookings.edu/research/worrying-declines-in-teen-and-young-adult-employment/

[22] Employment and unemployment of recent high school graduates and dropouts. http://www.bls.gov/careeroutlook/2015/data-on-display/dod_q4.htm

- The Summer Civic Group provides high school students the opportunity to explore career options through a variety of volunteer opportunities.
- The City has a contract with CareerCatchers, Inc. to refer clients for one-on-one and group assistance with job searches, resumes, interview skills, etc.

Montgomery County Public Schools
- Thomas Edison High School offers career and technology education programs for high school students to take coursework in automotive, construction, human and consumer services fields.[23]

Possible solutions

- Expand career development opportunities in existing youth development programs, or create new ones in partnership with schools.
- Offer a formal job training program for City positions to equip youth for employment.
- Partner with area employers to offer job training and opportunities for Rockville teens.

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[23] Thomas Edison High School. http://www.montgomeryschoolsmd.org/schools/edison/

Financial

Gaps

- *High cost of living*
  - According to the 2012 Self-Sufficiency Standard, it costs about $81,619 for a four-person family with two working parents to afford the basic necessities in Montgomery County independent of government assistance. A single parent with two children must earn $76,752 annually. Both of these figures are over four times the Federal Poverty Level.[24]
  - In 2014, 5,226 City households, or 21.3%, earned between $0 and $50,000 annually.[25]

- *Poverty*
  - Compared to the overall 2013 poverty rate of 7.2% in Maryland, the rate for those with only a high school degree was 10.9%, for female-headed households was 20.0%, and for unemployed individuals was 25.8%.[26]
  - In 2014, the overall poverty rate for City of Rockville households was 4.2%. The rate for households headed by single females was 9.8%, and the rate for single female-headed households with children was 18.0%.[25]

- *Effect on children*
  - City police report that some youth resort to theft because of lack of money.
  - School and City staff report that some parents struggle to pay for expenses ranging from school supplies or winter clothing to AP, IB, SAT, and ACT test fees or college application costs.

- *Minimum wage increase*
  - On July 1, 2016, the minimum wage in Montgomery County increased from $9.55 to $10.75, and will increase to $11.50 on July 1, 2017.[27] These increases can have the effect of raising a household's income enough to make them ineligible for some benefits without increasing it to a level adequate for self-sufficiency ($17.07 per hour for a single, childless adult).[24]

- *Bank usage*
  - In 2013, 4.8% of Maryland residents were unbanked, meaning they had no bank account, and 23.9% were underbanked, meaning they had a bank account but also used alternative financial services such as check cashing. The percentage of

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[24] The Self-Sufficiency Standard for Maryland 2012.
http://www.montgomeryplanning.org/research/housing/rental_housing_study/documents/MD12-SSS-Final-Print-012412.pdf
[25] United States Census Bureau American FactFinder. http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml
[26] NCSG – The Poor, the Unemployed, the Overburdened, but Not Forgotten. http://smartgrowth.umd.edu/SEED2/
[27] Maryland Minimum Wage and Overtime Law: Montgomery County.
https://www.dllr.state.md.us/labor/wages/minimumwagelawmont.pdf

households who were unbanked or underbanked was substantially higher for lower income ranges and for Hispanic and African American households.[28]

- *Perception of wealth*
  - School and City staff reported that because Montgomery County in general and particularly the City of Rockville are viewed as more affluent geographic areas, they are not accorded the resources provided to other areas, such as federal and state funding and private grants.

Primary assets

City of Rockville
- The Rockville Emergency Assistance Program (REAP) provides grants to prevent eviction or utility shutoff and to meet residents' emergency medical prescription needs. In FY 2016, $35,667 was distributed to 63 households.
- The Community Services Division offers information and referral services to link residents to financial assistance and resources offered by Montgomery County, non-profits, and other organizations.
- Linkages to Learning staff provide intensive case management for low-income families.

Montgomery County
- The Montgomery County Department of Health and Human Services provides crisis and disability services, financial and housing benefits, and health services to residents in financial difficulty. Benefits include TCA (Temporary Cash Assistance), SNAP (Supplemental Nutrition Assistance Program), and rental and utility assistance.

Other
- State and federal benefits include Medicaid; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Earned Income Tax Credit (EITC); Child Care Subsidy; and Housing Choice Voucher.[29]

Possible solutions

- Resume the Community Services Division's money management classes and one-on-one instruction for adults, and expand services to teens.
  - Explore the possibility of partnering with a bank to help participants open and maintain a checking or savings account, offering financial incentives to participants.

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[28] Unbanked and Underbanked for Maryland, 2013 by Selected Household Characteristics. https://www.economicinclusion.gov/surveys/2013household/documents/tabular-results/2013_banking_status_Maryland.pdf
[29] Public Benefits for Children and Families. http://dls.state.md.us/data/polanasubare/polanasubare_heaandhumser/Public-Benefit-for-Children-and-Families-2014-Report.pdf

- Explore the possibility of applying unused REAP funds for programs that help defray the costs of utilities to allow families to utilize those savings on other expenses.
- Prioritize preserving affordable housing in the City.
- Advocate for continued funding of financial assistance and benefit programs at the county and state level.
- Increase community awareness of existing resources, including Spanish-language outreach.

Gaps

- *Food insecurity*
  - Food insecurity rates by census tract in the City of Rockville reach as high as 14.2%. The difference between the pounds of food needed and the number of pounds distributed by census tract in the City reach as high as 69,343.[30]

- *Free and Reduced Meals (FARMS) enrollment rates (see* Attachment B)
  - FARMS enrollment rates have increased over the past five years in all but two of the 14 Rockville MCPS schools.
  - 53.5% of students at Twinbrook and Meadow Hall Elementary Schools, 41.8% of students at Maryvale Elementary School, and 27.3% of students at Beall Elementary School are enrolled in FARMS.
  - 35.7% of students at Earle B. Wood Middle School and 26.4% at Julius West Middle School are enrolled in FARMS.
  - 33.3% of students at Rockville High School and 18.4% at Richard Montgomery High School are enrolled in FARMS. School staff report that there are additional students who are eligible for the program based on their family's income but who are not enrolled. Reasons include parents' lack of knowledge that FARMS is applicable to older students or fear of providing their information to the government, for some immigrant families.

- *FARMS ineligibility*
  - For 2016-2017, the upper income limit for FARMS eligibility for a family of four is $44,955, well below both the self-sufficiency standard of $81,619 and the Area Median Income (AMI) of $108,600.[31] [32] Many families who do not qualify for FARMS nevertheless experience difficulty in covering their expenses.

- *Inaccessibility*
  - In 2014, 1,343 households in the City (3.9%) had no vehicle, and 9,643 (27.9%) had only one.[33]
  - The closure of the Safeway supermarket on Veirs Mill Road in July 2016 increased the distance from many households in the Twinbrook neighborhood to the nearest large chain grocery store, necessitating that residents undergo a longer trip using public transportation or gain access to a personal vehicle. *Update:* The opening of Lotte has helped to fill this gap.

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[30] Capital Area Food Bank Hunger Heat Map.
http://cafb.maps.arcgis.com/apps/MapJournal/index.html?appid=b4906ac11bf74cd781c5567124be9364
[31] Household Application for Free and Reduced-Price Meals 2016-2017.
http://www.montgomeryschoolsmd.org/departments/forms/pdf/240-30.pdf
[32] Montgomery County: 2016 HUD HOME Rent and Income Limits.
http://montgomerycountymd.gov/DHCA/Resources/Files/housing/multifamily/compliance/rent_income_limits_current.pdf

Primary assets

City of Rockville
- Many recreation and youth development after-school programs offered by the City provide snacks for students, either through MCPS' After School Snack program or program funds.
- The Community Services Division offers information and referral services to link residents to food assistance programs.
- The Rockville Farmers Market matches up to $5 of Electronic Benefit Transfer (EBT) benefits, including SNAP, with tokens to be used at the Farmers Market.

Other
- In FY 2016, 1,711 City of Rockville residents received food from Manna Food Center, Montgomery County's primary food bank. For over 20 years, Manna Food Center has received funding from the City through the annual caregiver grant process, and provides food directly to families in need as well as "Smart Sacks" containing food for the weekend to children in select Rockville schools.
- In FY 2017, the City is providing caregiver grant funding to Nourish Now, a non-profit that focuses on food recovery and distribution.
- 1,030 households in the City of Rockville (4.2%) received Supplemental Nutrition Assistance Program (SNAP) benefits in 2014.[33]

Possible solutions

- Explore the possibility of expanding the Farmers Market to locations farther from a grocery store, or provide transportation for low-income families from their local schools or neighborhoods.
- Inform Recreation Fund recipients of the food assistance programs and organizations available to them.
- Expand the funding for the Electronic Benefit Transfer (EBT) program.

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[33] United States Census Bureau American FactFinder. http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

Housing

Gaps

- *High housing costs*
  - The median gross rent in the City of Rockville from 2010-2014 was $1,784, compared to $1,611 for Montgomery County and $1,218 for Maryland.[34]
  - In January 2015, the median rent for a two-bedroom unit in Rockville was $1,800. The median rent for a two-bedroom unit increased 4.9% from January 2014 to January 2015, the highest increase of any municipality in the Washington, DC region.[35]
  - In 2014, 37.1% of renters in the City paid 35% or more of their income to housing costs. 26.1% of homeowners with a mortgage paid 35% or more of their income.[36]
  - Staff report that high rent for single-family homes has led to multiple families sharing a house or renting out rooms, often in violation of building codes and in poor living conditions.
  - While homeowners are susceptible to increased housing costs through higher property taxes, renters are vulnerable to rent increases that can outpace any increase in income. In FY 2016, 82% of Rockville Emergency Assistance Program (REAP) recipients were renters.

- *East Rockville*
  - Staff report that in the Lincoln Park neighborhood, historic residents are being priced out with increasing rents and home prices due in part to the neighborhood's proximity to the Rockville Metro station.
  - The FY 2016 Linkages to Learning Community Needs Survey found that housing is the highest-ranked need for Maryvale Elementary School parents and caretakers, above food assistance and medical insurance.

- *Homelessness*
  - Homelessness has particularly adverse effects on children and youth including hunger, poor physical and mental health, and missed educational opportunities. Homeless children lack stability in their lives and often experience interrupted or delayed schooling. Homelessness among children is also tied to hunger, witnessing violence, separation from parents, psychosocial difficulties, depression, anxiety, and poor physical health.[37]

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[34] United States Census Bureau QuickFacts. https://www.census.gov/quickfacts/table/PST045215/00

[35] Washington rents are really expensive, but increasing more slowly than other cities. https://www.washingtonpost.com/news/local/wp/2015/02/20/washington-rents-are-really-expensive-but-increasing-more-slowly-than-other-cities/

[36] United States Census Bureau American FactFinder. http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

[37] American Psychological Association: Effects of Poverty, Hunger and Homelessness on Children and Youth. http://www.apa.org/pi/families/poverty.aspx

Primary assets

City of Rockville

- The Moderately Priced Dwelling Unit Program provides rental units at a cost below the market rate. Households must earn a minimum of $22,000, up to a maximum of $65,500 for a four-person family or $70,800 for a five-person family.[38]
  - o This program is intended for moderate-income households, and discounted rental rates ($955 to $1,365) are out of reach of those of lower income. For example, an individual working full-time, making minimum wage ($10.75), and paying 35% of his or her gross income toward rent could afford to pay $652 per month.
  - o The City's Community Planning and Development Services (CPDS) Department projects that approximately 137 new MPDUs will be created in 2017 due to new construction.

Rockville Housing Enterprises

- The City's public housing agency, Rockville Housing Enterprises, owns and operates 105 public housing units; administers 414 Housing Choice Vouchers; operates 56 units of Low Income Housing Tax Credit (LIHTC); and owns 118 affordable housing units at Fireside Park Apartments.

Montgomery County

- The Housing Opportunities Commission of Montgomery County (HOC) provides rental assistance primarily through Housing Choice Vouchers, which subsidize rent so that recipients are paying no more than 40% of their income on housing. HOC offers housing assistance through other programs to those experiencing homelessness and to veterans.[39]
  - o The Housing Choice Voucher waiting list opened to new applicants in the summer of 2015. Applicants generally experience years-long waits.

Possible solutions

- Advocate for continued funding of financial assistance and benefit programs at the county and state level.
- Prioritize policies that preserve and create affordable housing in the City.
- Educate City residents about the benefits of mixed-income neighborhoods.
- Explore the possibility of providing workforce housing affordable to households with incomes too high to participate in the MPDU program.[40]

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[38] City of Rockville: Affordable Housing (MPDU). http://www.rockvillemd.gov/index.aspx?NID=194

[39] Housing Opportunities Commission of Montgomery County: Rental Programs. http://www.hocmc.org/rental-programs.html

[40] Workforce Housing Program. http://montgomerycountymd.gov/DHCA/housing/singlefamily/workforce/

Immigration

Gaps

- *Number of refugees and asylees*
  - A refugee is defined as any person who is outside their country of nationality and who is unable or unwilling to avail himself of the protection of that country because of persecution or well-founded fear of persecution. Asylees are individuals who travel to the United States and subsequently apply for a grant of asylum.[41]
  - From FY 2010 through FY 2014, 2,256 refugees were resettled in Montgomery County: 34% of all those in Maryland. In the same time, 2,181 asylees were served in Montgomery County: 55% of all those in Maryland.[42]

- *Legal status can prevent employment*
  - Undocumented immigrants remain concentrated in lower-skilled, low-paying jobs at a higher rate than workers born in the United States. For example, 33% of unauthorized immigrants are in service professions, compared to 17% of U.S.-born.[43]
  - In FY 2014, the average hourly wage for refugees and asylees at initial job placement ranged from $8.25 for those with no formal education to $11.71 for those with bachelor's or advanced degrees, averaging $10.67 overall.[42]

- *Challenges for schools*
  - MCPS does not necessarily know the immigration status of international students, as enrollment is dependent only on demonstrating current residence with a legal guardian in Montgomery County. Just under 2,000 international students were enrolled in MCPS in November 2015.[44]
  - ESOL support staff report that it is difficult to verify the ages of students coming from overseas without documentation.
  - Some students are psychologically scarred from traumatic experiences in their country of origin and during their journey to the U.S.[45]
  - Principals and counselors report that some students who enter school partway through the year face greater difficulty with the curriculum.

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[41] Overview and Discussion: Refugee and Asylee Resettlement in Montgomery County. http://www.montgomerycountymd.gov/council/Resources/Files/agenda/cm/2016/160204/20160204_HHS1.pdf

[42] Refugee and Asylee Resettlement in Maryland, 2010-2014. http://www.dhr.state.md.us/blog/wp-content/uploads/2012/10/MORA_Abstract_2010-2014.pdf

[43] Share of Unauthorized Immigrant Workers in Production, Construction Jobs Falls Since 2007. http://www.pewhispanic.org/2015/03/26/share-of-unauthorized-immigrant-workers-in-production-construction-jobs-falls-since-2007/

[44] Briefing – Services and programs for unaccompanied minors and other students with Limited English Proficiency. http://www.montgomerycountymd.gov/council/Resources/Files/agenda/cm/2015/151105/20151105_HHSED2.pdf

[45] Area schools scramble to meet the emotional needs of undocumented children. https://www.washingtonpost.com/local/area-schools-scramble-to-meet-the-emotional-needs-of-undocumented-children/2014/09/07/863cf9fe-3380-11e4-9e92-0899b306bbea_story.html

o   Principals and counselors report that some students are living without their parents, and for those joining their parents, reunification can be a challenge. Some parents or guardians are afraid to seek assistance for their children for fear of discovery of their legal status.

Primary assets

Montgomery County
- An MCPS team of bilingual counselors provide direct counseling and transition services for ESOL students in addition to school-based ESOL counselors.[46] (see *Academics/Education*)
- The Montgomery County Department of Health and Human Services provides services for children fleeing violence, including Care for Kids, School Health Services, Child Welfare Services, Positive Youth Development Services (Youth Opportunity Centers, Wellness Centers, Street Outreach Network), the Latino Health Initiative, and Linkages to Learning.[46]

Other
- Catholic Charities of the Archdiocese of Washington offers an Immigration Legal Services program, which provides direct legal immigration services to foreign-born individuals and families, ranging from consultation to full representation.
- The non-profit organization CASA provides employment placement; workforce development and training; health education; citizenship and legal services; and financial, language, and literacy training to Latino and immigrant communities.

Possible solutions

- Increase school-based bilingual staff equipped to provide case management and mental health counseling for immigrant students and their families.

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[46] Briefing – Services and programs for unaccompanied minors and other students with Limited English Proficiency. http://www.montgomerycountymd.gov/council/Resources/Files/agenda/cm/2015/151105/20151105_HHSED2.pdf

Language/Culture

Gaps

- *Diversity of linguistic needs*
  - 42.2% of City residents over five years old spoke a language other than English at home between 2010 and 2014, compared with 39.3% of Montgomery County residents and 16.9% of Maryland residents.[47]
  - The schools in Rockville with the highest English for Speakers of Other Languages (ESOL) rates in 2015-2016 were Maryvale Elementary School (25.3%) and Twinbrook and Meadow Hall Elementary Schools, both with 23.2%. ESOL rates have increased over the past ten years in all but two of the 14 Rockville MCPS schools. (see *Attachment C*)
  - School staff reported that while many written resources are available in Spanish as well as English, they are often unavailable in other languages spoken by parents.

- *School barriers*
  - In 2011 in Maryland, 55% of students were non-white, compared to 17% of teachers.[48]
  - School staff reported difficulty in involving parents in school events and other programs and services that could benefit their families. They added that for some Latin American immigrants especially, the reluctance to engage with the school results in part from a mistrust of civic institutions.

- *Generational English language disconnect*
  - Latin American immigrant children often learn English more quickly than their parents due to their younger age and full immersion in the school system, which facilitates language acquisition, and their participation in the school environment. Possible consequences of dissonant acculturation include decreased parent-child communication, role reversal (e.g., loss of parental authority), and increased parent-child conflict. These consequences, in turn, place children at heightened risk for social and academic problems.[49]
  - According to school staff, parents' lack of English skills places their children at an academic disadvantage because parents are unable to help with homework.

- *Cultural stigma*
  - School staff report a stigma among certain cultures that prevents families from asking for assistance. Some families take care to present the impression of being well-off despite experiencing financial difficulty.

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[47] United States Census Bureau QuickFacts. https://www.census.gov/quickfacts/table/PST045215/00

[48] Center for American Progress: Teacher Diversity Revisited: A New State-by-State Analysis. https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf

[49] Parent and Child Fluency in a Common Language: Implications for the Parent–Child Relationship and Later Academic Success in Mexican American Families. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3714171/

Primary assets

City of Rockville
- The Latino Youth Development Program engages Hispanic parents as well as youth, making them aware of programs and services, and provides academic support and monitoring for ESOL students.
- Spanish-speaking staff in the Community Services Division and in other divisions help Hispanic residents feel comfortable interacting with the government.

Montgomery County Public Schools
- The English for Speakers of Other Languages (ESOL) program aims to empower students to master academic English to thrive in school, college, and careers.[50]
  - The ESOL program has been criticized for insufficiently challenging test standards, lack of support, and a large achievement gap.[51] [52] The program is in the process of undergoing change and restructuring.

Other
- The Language Outreach Program operated by Community Ministries of Rockville offers low-cost English language and citizenship instruction for adults at multiple sites in the City. The program includes free child care and is funded by the City through an annual caregiver grant.

Possible solutions

- Offer additional ESL classes for adults on weekends at convenient locations.
- Create Spanish language Facebook pages for school and community information.
- For the City of Rockville, MCPS, and Montgomery County: prioritize Spanish and other language skills when hiring staff who interact with the public.
  - Provide interpreters when Spanish-speaking staff are not available.
- Explore the possibility of a Latino resident taskforce.

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[50] Montgomery County Public Schools: ESOL/Bilingual Programs.
http://www.montgomeryschoolsmd.org/curriculum/esol/
[51] Why Carlos can't graduate: Setting up ESOL students to fail with a too-easy test.
https://www.washingtonpost.com/news/answer-sheet/wp/2015/05/29/why-carlos-cant-graduate-setting-up-esol-students-to-fail-with-a-too-easy-test/
[52] Proposed changes to school system's English-learners program draw concerns.
https://www.washingtonpost.com/local/education/proposed-changes-to-school-systems-english-learners-program-draws-concerns/2016/04/07/f5bdcd20-f2ca-11e5-89c3-a647fcce95e0_story.html

Mental Health

Gaps

- *Undiagnosed or untreated mental health issues among parents*
  - According to Linkages to Learning staff, these can lead to avoidable crises, when parents lack the foresight, awareness, or capacity to anticipate and handle emergency situations.
  - An estimated 143,774 adults experienced mental illness in 2013 in Montgomery County.[53] Of those, about half experienced a level of impairment classified as "mildly disabling," 26% "moderately disabling," and 23% "seriously disabling."[53] Extrapolating those rates to City of Rockville residents suggests that approximately 11,853 residents experienced mental illness, and of those, 5,808 experienced moderately or severely disabling impairment.

- *Anxiety and stress among high-achieving students*
  - For high-achieving students, hours of homework, schoolwork difficulty, and social pressures for academic performance are associated with increased depressive symptoms and anxiety.[54]

- *Lack of capacity of existing mental health services*
  - School staff report long waiting lists (two to three months) for low-/no-cost counseling and insurance providers alike, which causes discouragement and frustration for parents seeking help for their children.
  - Access to mental health resources outside of school is challenging because of transportation limitations. Additionally, many parents work irregular hours, which makes it difficult for them to bring their children to appointments with clinics and therapists. Due to a systemic gap in mental health treatment options, many services are by necessity scheduled based on the availability of the providers rather than the need of the recipients.

- *Cultural reluctance to address mental health issues*
  - School staff report reluctance especially among Asian-American parents to accept that their child needs mental health treatment. Research has shown that Asian Americans seek mental health treatment less often than whites.[55]

- *Limits on schools' capability*
  - School administrators report that they are no longer authorized to tell parents that their child cannot return to school until they get treatment.

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[53] Behavioral Health in Montgomery County.
http://www.montgomerycountymd.gov/OLO/Resources/Files/2015_Reports/OLO%20Report%202015-13%20Behavioral%20Health%20in%20Montgomery%20County.pdf
[54] Nonacademic Effects of Homework in Privileged, High-Performing High Schools.
http://www.tandfonline.com/doi/pdf/10.1080/00220973.2012.745469
[55] Asian-American mental health. http://www.apa.org/monitor/feb06/health.aspx

o   School staff can provide information or facilitate referrals, but they report that parents are less likely to have the capacity to access outside services that require time and transportation as compared to those offered in-school.

- *Addiction*
    o   School staff report that drug and alcohol addiction (see *Drugs/Alcohol*) and video gaming addictions are prevalent, as students use them to cope with stress.

Primary assets

City of Rockville
- The Youth and Family Counselor provides mental counseling on-site at Rockville schools and at Rockville City Hall to students and their families. One full-time staff member accepts referrals from all MCPS schools in Rockville.

Possible solutions

- Make additional low- or no-cost culturally competent mental health counseling available to students, including in Spanish, preferably on-site at schools.
- Advocate for the inclusion of MCPS Wellness Centers at all high schools, not just those with the highest FARMS or ESOL rates.
- Advocate for the expansion of the Linkages to Learning (LTL) program at other Rockville schools, particularly Twinbrook Elementary School, based on its FARMS rate of 65.3%, which is substantially above the MCPS FARMS rate of 40.2% for all elementary schools. (see *Attachment A*)

⬤ ⬤ ⬤ Parenting/Child Care

Gaps

- *Lack of affordable childcare*
  - o There is a waiting list for applicants to the Montgomery County Department of Health and Human Services' Working Parents Assistance program that provides child care subsidies to income-eligible families.[56]

- *Teens care for younger siblings*
  - o City staff report that teens' responsibility to provide child care for younger siblings limits their opportunities to participate in after-school activities.

- *Limits to capacity to care for children*
  - o School staff report that some parents with untreated mental illness or addiction avoid interacting with their children's school rather than have their issues become known.
  - o Students report that parenting classes would be beneficial for some of their parents, but they would not admit a need for it.

- *Parental role in children's mental health (see* Mental Health)
  - o Many parents are unaware of warning signs of depression or suicide. In a study of teens who had attempted to kill themselves, only 13 percent of parents had noticed symptoms of depression or non-aggressive conduct disorder.[57]
  - o According to school staff, some parents set extremely high expectations regarding grades, classes, colleges, and extracurricular activities that cause anxiety in their children.

Primary assets

City of Rockville
- Community Services staff offer curriculum-based parenting programs to high school students, family shelter clients, and individuals in the Montgomery County Pre-Release Center aimed at educating parents on developmental stages, anger management, and violence prevention.
- Youth after-school programs are available at City of Rockville community centers for children in kindergarten to grade 10. (see *Recreation*)

Montgomery County Public Schools
- School staff report that Parent Community Coordinators (PCCs), who assist with meeting community needs and involving parents and the community in school affairs, are a helpful resource but are overextended. MCPS has added new PCCs and has redefined the role of both

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[56] Montgomery County expands child care subsidy program. http://www.mymcmedia.org/montgomery-county-expands-child-care-subsidy-program/

[57] Parents miss suicide warning signs. http://www.psyke.org/history/200003/suicide/articles07.html

PCCs and Pupil Personnel Workers (PPWs) to attempt to meet a greater portion of family needs.

Possible solutions

- Advocate for or allocate funding to expand the child care subsidy to additional applicants.
- Offer childcare at school and community events aimed at parents.
- Explore additional avenues for offering parenting classes to community members.

Recreation

Gaps

- *Cost*
  - While a wide variety of recreational activities are available through schools, the City of Rockville, and Montgomery County, the cost is often prohibitive for low-income families. City of Rockville summer camps, for example, start at about $200 for a one-week camp. For a single parent working full-time and earning minimum wage, $200 represents 47% of a weekly pay of $430.

- *Lack of awareness of financial assistance*
  - Community center staff report that with the shift in the documentation requirements for eligibility for the Rockville Recreation Fund (see below), scholarship usage declined at one site from over 90% to under 20%. Staff report that when families are unable to pay for a program up front, they prefer to set up a payment plan rather than apply for assistance.

- *Transportation (see* Transportation)

Primary assets

City of Rockville
- The Rockville Recreation Fund provides scholarships for program fees to City residents who can demonstrate financial need. The fund covers up to $100 per person, per session and up to $150 per child for summer camp.
- The Community Services Division provides free and low-cost youth development programs that incorporate a recreational component such as soccer. Program fees are waived for families who are unable to pay.

Montgomery County
- The Montgomery County RecAssist financial assistance program provides recreation scholarships to families in need, with the amount of assistance ranging from $50 to $300 per eligible family member per year.

Possible solutions

- Expand community awareness of existing recreation scholarship programs.
- Offer more free or low-cost recreational programs for students of all ages.

Transportation

Gaps

- *Lack of vehicle*
  - In 2014, 1,343 households in the City (3.9%) had no vehicle, and 9,643 (27.9%) had only one. 6,431 workers (18.6%) commuted via public transportation.[33]
  - For parents who rely on public transportation to commute to work, especially those working multiple jobs or jobs with evening hours, it is challenging to attend events at school or to provide transportation for children to participate in afterschool activities. Additionally, lack of transportation poses a problem for parents who are instructed to their children to other locations to access services such as mental health counseling.

- *Cost of transportation*
  - Consumers in the Washington, DC area in 2013-2014 devoted an average of 18.0% of their annual expenditures to transportation, nearly double the amount spent on food.[58] For low-income families, this consumes a significant portion of funds available to meet other basic needs.
  - Residents working one job five days a week and taking public transportation pay between $910 (Ride On or Metrobus minimum) and $3,068 (Metrorail maximum) in annual commuting costs.[59]

Primary assets

City of Rockville
- Free transportation is provided for most participants in Community Services afterschool youth development programs.

Montgomery County Public Schools
- MCPS provides activities buses for middle and high school students participating in afterschool activities. These buses are eliminated if not enough students use them.

Possible solutions

- Explore the possibility of offering bus tokens to residents in financial need or engaged in case management to enable their participation in City programs.

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[58] Bureau of Labor Statistics: Consumer Expenditures for the Washington Metropolitan Area: 2013-14. http://www.bls.gov/regions/mid-atlantic/news-release/consumerexpenditures_washington.htm
[59] Washington Metropolitan Area Transit Authority: Fares. http://www.wmata.com/fares/

Rockville School Demographics

Compiled from data provided by Montgomery County Public Schools for 2015–2016

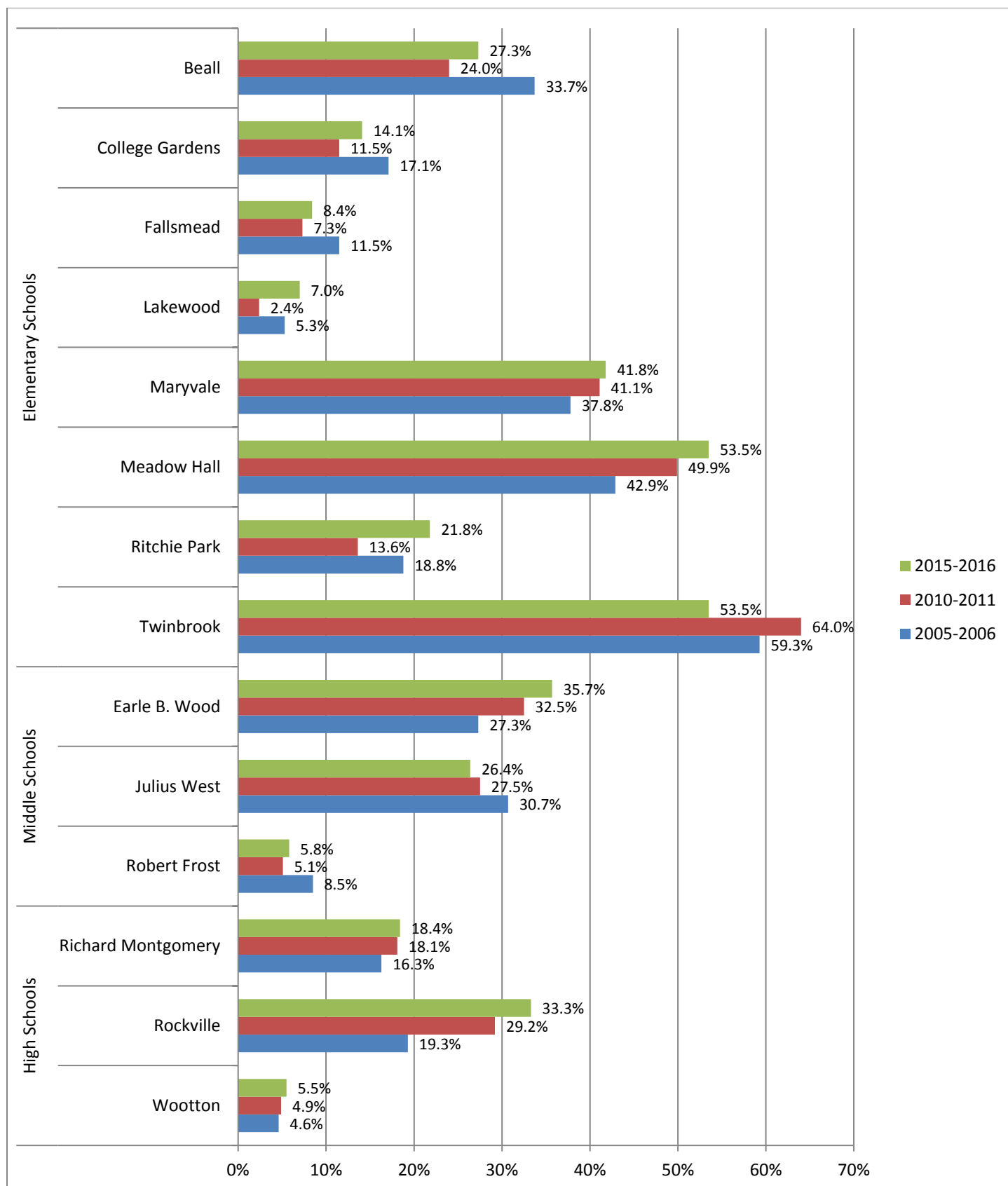| High Schools	Total Enrollment	% Suspension Rate	% Drop Out Rate	% AM[1]	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL[2]	% FARMS[3]
Richard Montgomery	2,244	≤ 3.0	5.9	≤ 5.0	25.5	15.2	23.4	≤ 5.0	30.5	≤ 5.0	11.1	18.4
Rockville	1,342	≤ 3.0	≤ 5.0	≤ 5.0	11.3	13.3	38.7	≤ 5.0	32.7	≤ 5.0	11.9	33.3
Thomas S. Wootton	2,206	≤ 3.0	≤ 5.0	≤ 5.0	35.5	6.6	7.6	≤ 5.0	46.2	≤ 5.0	≤ 5.0	5.5
County Totals	*45,791*	*≤ 3.0*	*5.5*	*≤ 5.0*	*14.4*	*22.0*	*27.2*	*≤ 5.0*	*32.0*	*≤ 5.0*	*10.4*	*27.5*
Middle Schools	Total Enrollment	% Suspension Rate	% Attendance Rate	% AM[1]	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL[2]	% FARMS[3]
Robert Frost	1,112	—[4]	≥ 95.0	≤ 5.0	34.6	≤ 5.0	6.8	≤ 5.0	48.0	5.2	≤ 5.0	5.8
Julius West	1,279	4.1	≥ 95.0	≤ 5.0	21.0	14.1	25.3	≤ 5.0	33.5	6.0	11.7	26.4
Earle B. Wood	970	≤ 3.0	≥ 95.0	≤ 5.0	11.4	13.3	38.4	≤ 5.0	32.2	≤ 5.0	9.3	35.7
County Totals	*34,107*	*≤ 3.0*	*≥ 95.0*	*≤ 5.0*	*15.0*	*20.7*	*27.2*	*≤ 5.0*	*32.2*	*≤ 5.0*	*9.2*	*33.0*
Elementary Schools	Total Enrollment	% Suspension Rate	% Attendance Rate	% AM[1]	% AS	% BL	% HI	% PI	%WH	%MU	% ESOL[2]	% FARMS[3]
Lucy V. Barnsley	710	—[4]	≥ 95.0	≤ 5.0	13.7	9.6	31.5	≤ 5.0	38.2	7.0	13.4	27.6
Beall	824	—[4]	≥ 95.0	≤ 5.0	22.5	13.5	21.4	≤ 5.0	35.6	6.7	17.5	27.3
College Gardens	888	—[4]	≥ 95.0	≤ 5.0	21.1	18.5	15.2	≤ 5.0	37.6	7.1	17.7	14.1
Fallsmead	535	—[4]	≥ 95.0	≤ 5.0	32.7	6.9	8.0	≤ 5.0	46.2	5.8	12.0	8.4
Farmland	686	—[4]	≥ 95.0	≤ 5.0	32.5	5.2	9.0	≤ 5.0	47.7	5.2	32.8	7.3
Lakewood	543	—[4]	≥ 95.0	≤ 5.0	45.1	10.5	7.2	≤ 5.0	30.8	6.1	10.9	7.0
Maryvale	620	≤ 3.0	≥ 95.0	≤ 5.0	9.7	26.5	31.1	≤ 5.0	25.2	7.3	25.3	41.9
Meadow Hall	462	—[4]	≥ 95.0	≤ 5.0	10.0	11.5	53.5	≤ 5.0	21.0	≤ 5.0	23.2	53.5
Ritchie Park	532	—[4]	≥ 95.0	≤ 5.0	22.4	9.0	18.8	≤ 5.0	43.6	5.6	11.8	21.8
Twinbrook	547	—[4]	≥ 95.0	≤ 5.0	13.0	9.3	61.1	≤ 5.0	13.0	≤ 5.0	49.0	65.3
County Totals	*75,688*	*≤ 3.0*	*≥ 95.0*	*≤ 5.0*	*13.8*	*21.3*	*31.2*	*≤ 5.0*	*28.3*	*5.1*	*24.0*	*40.2*

[1] Enrollment figures reflect U.S. Department of Education (USDE) race codes: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

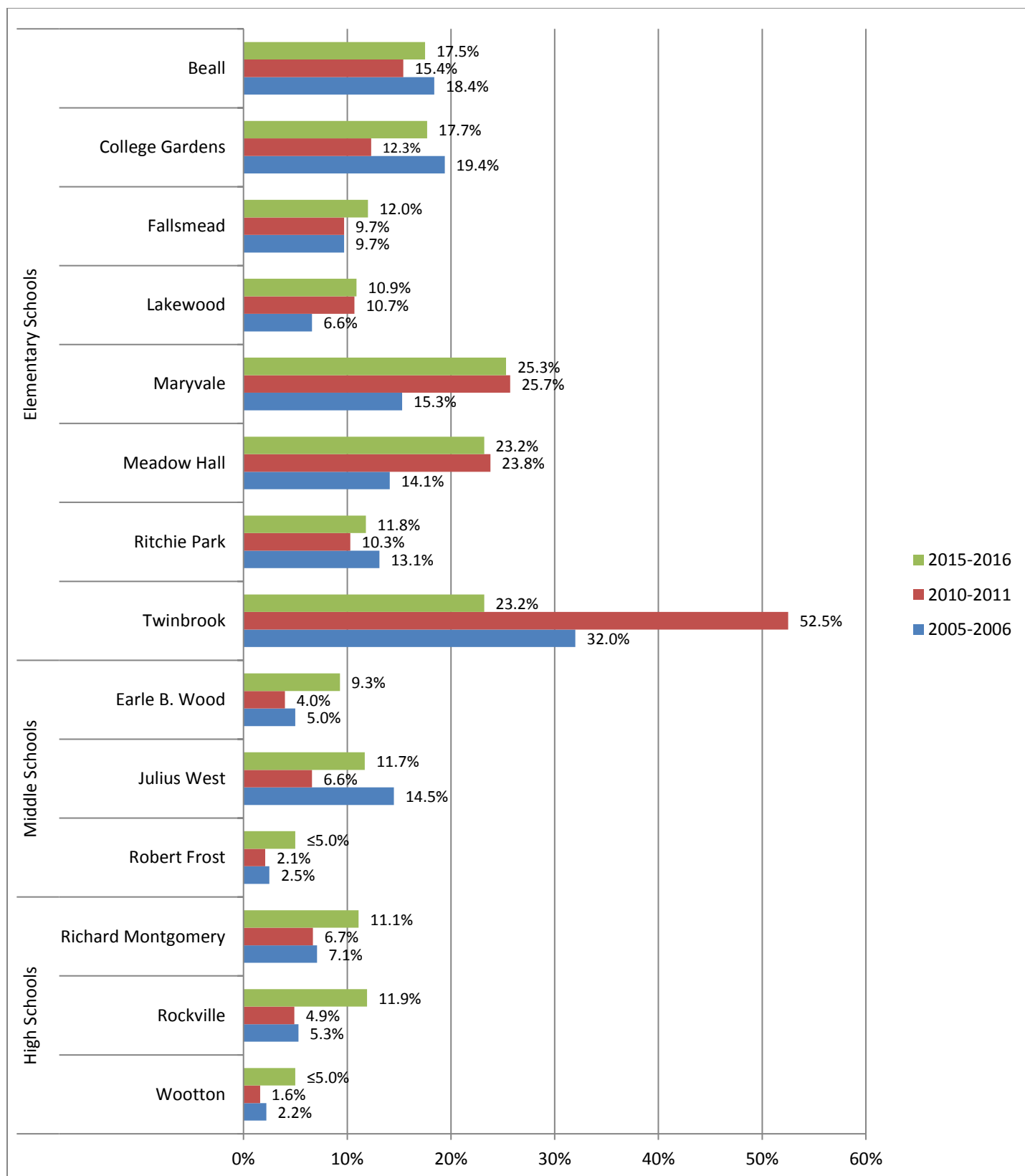[2] ESOL: % of students enrolled in English for Speakers of Other Languages.

[3] FARMS: % of students enrolled in Free and Reduced-price Meals program.

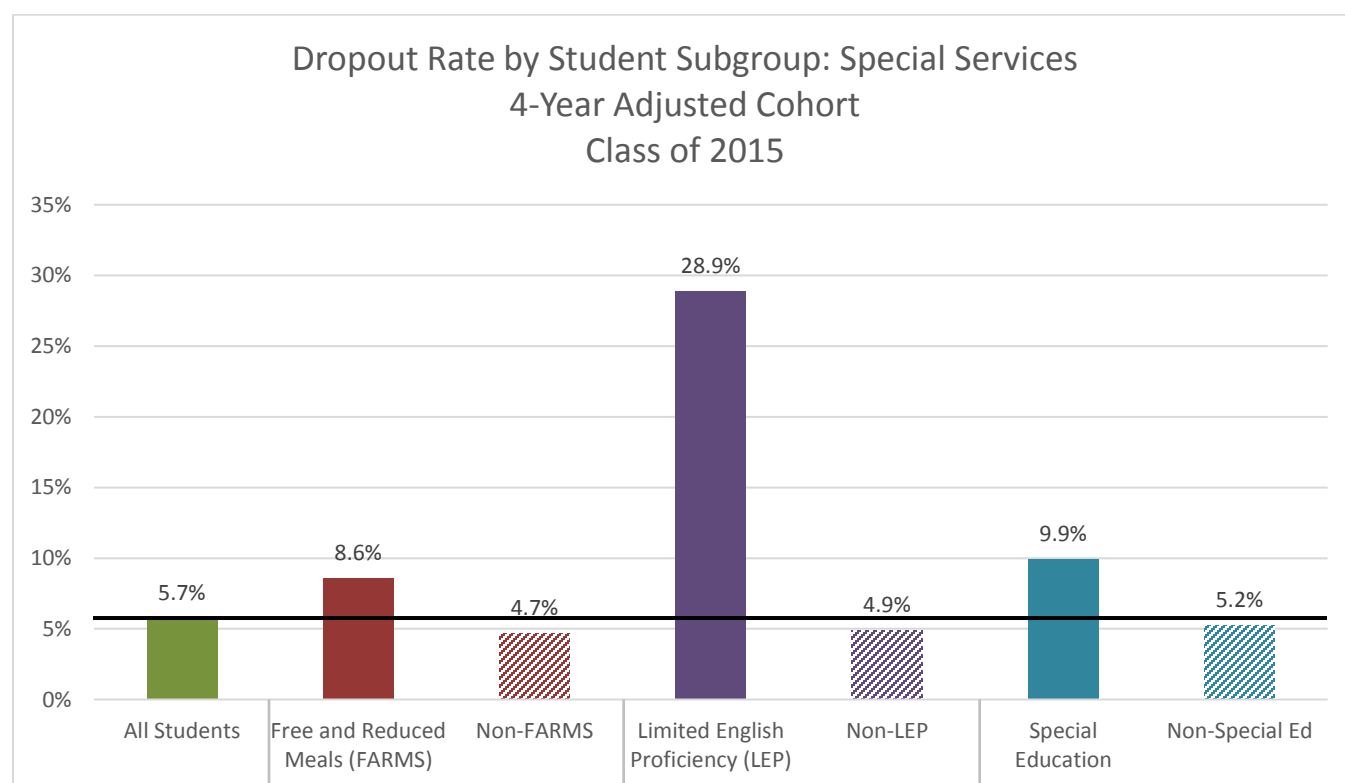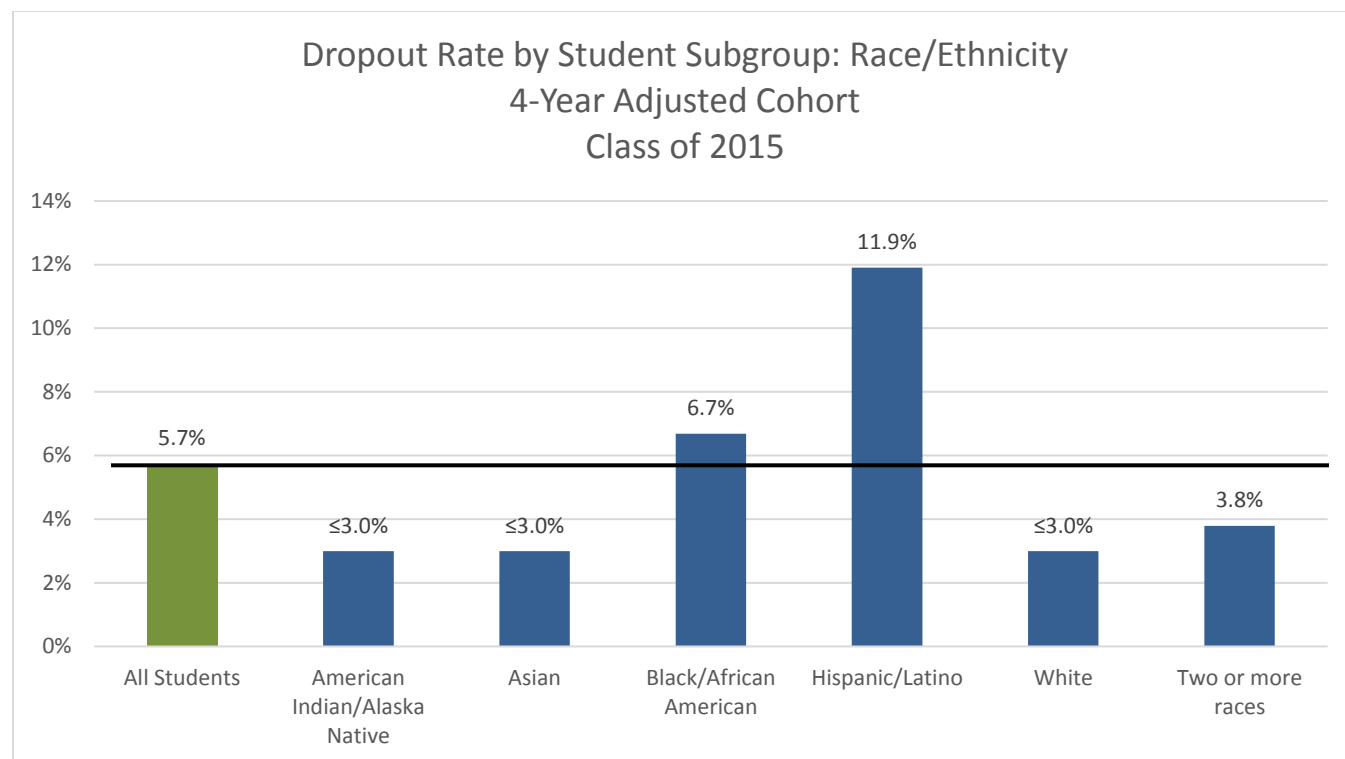[4] Results not reported for groups fewer than ten students enrolled.

Historic Free and Reduced Meals (FARMS) Rates

Elementary Schools

School	2015-2016	2010-2011	2005-2006
Beall	27.3%	24.0%	33.7%
College Gardens	14.1%	11.5%	17.1%
Fallsmead	8.4%	7.3%	11.5%
Lakewood	7.0%	2.4%	5.3%
Maryvale	41.8%	41.1%	37.8%
Meadow Hall	53.5%	49.9%	42.9%
Ritchie Park	21.8%	13.6%	18.8%
Twinbrook	53.5%	64.0%	59.3%

Middle Schools

School	2015-2016	2010-2011	2005-2006
Earle B. Wood	35.7%	32.5%	27.3%
Julius West	26.4%	27.5%	30.7%
Robert Frost	5.8%	5.1%	8.5%

High Schools

School	2015-2016	2010-2011	2005-2006
Richard Montgomery	18.4%	18.1%	16.3%
Rockville	33.3%	29.2%	19.3%
Wootton	5.5%	4.9%	4.6%

Historic English for Speakers of Other Languages (ESOL) Rates

Chart showing Historic ESOL Rates by school for 2015-2016 (green), 2010-2011 (red), and 2005-2006 (blue).

Elementary Schools

School	2015-2016	2010-2011	2005-2006
Beall	17.5%	15.4%	18.4%
College Gardens	17.7%	12.3%	19.4%
Fallsmead	12.0%	9.7%	9.7%
Lakewood	10.9%	10.7%	6.6%
Maryvale	25.3%	25.7%	15.3%
Meadow Hall	23.2%	23.8%	14.1%
Ritchie Park	11.8%	10.3%	13.1%
Twinbrook	23.2%	52.5%	32.0%

Middle Schools

School	2015-2016	2010-2011	2005-2006
Earle B. Wood	9.3%	4.0%	5.0%
Julius West	11.7%	6.6%	14.5%
Robert Frost	≤5.0%	2.1%	2.5%

High Schools

School	2015-2016	2010-2011	2005-2006
Richard Montgomery	11.1%	6.7%	7.1%
Rockville	11.9%	4.9%	5.3%
Wootton	≤5.0%	1.6%	2.2%

Montgomery County Public School Dropout Rates

Dropout Rate by Student Subgroup: Race/Ethnicity
4-Year Adjusted Cohort
Class of 2015

Subgroup	Dropout Rate
All Students	5.7%
American Indian/Alaska Native	≤3.0%
Asian	≤3.0%
Black/African American	6.7%
Hispanic/Latino	11.9%
White	≤3.0%
Two or more races	3.8%

Dropout Rate by Student Subgroup: Special Services
4-Year Adjusted Cohort
Class of 2015

Subgroup	Dropout Rate
All Students	5.7%
Free and Reduced Meals (FARMS)	8.6%
Non-FARMS	4.7%
Limited English Proficiency (LEP)	28.9%
Non-LEP	4.9%
Special Education	9.9%
Non-Special Ed	5.2%

Montgomery County Public School Graduation Rates

Graduation Rate by Student Supgroup: Race/Ethnicity
4-Year Adjusted Cohort
Class of 2015

Subgroup	Rate
All Students	89.4%
American Indian/Alaska Native	95.0%
Asian	95.0%
Black/African American	86.8%
Hispanic/Latino	79.6%
White	94.9%
Two or more races	92.9%

Graduation Rate by Student Subgroup: Special Services
4-Year Adjusted Cohort
Class of 2015

Subgroup	Rate
All Students	89.4%
Free and Reduced Meals (FARMS)	82.0%
Non-FARMS	92.1%
Limited English Proficiency (LEP)	44.8%
Non-LEP	91.0%
Special Education	66.5%
Non-Special Ed	92.0%

Montgomery County Public School Attendance Rates

Attendance Rate by Student Subgroup: Race/Ethnicity
2016

- All Students: 93.5%
- American Indian/Alaska Native: 92.0%
- Asian: ≥95.0%
- Black/African American: 93.8%
- Hispanic/Latino: 91.0%
- Hawaiian/Pacific Islander: 93.2%
- White: 94.2%
- Two or more races: 93.6%

Attendance Rate by Student Subgroup: Special Services
2016

- All Students: 93.5%
- Free and Reduced Meals (FARMS): 91.5%
- Limited English Proficiency (LEP): 90.8%
- Special Education: 90.8%
- 504 Plan: 91.9%

Youth Needs Survey Results

How much of a problem is each of the following for youth in Rockville, in your own experience or in the experience of people you know?

	Not a problem	Small problem	Moderate problem	Big problem	Don't know
Alcohol	7	14	25	7	1
Drugs	7	14	23	9	1
Bullying	3	10	25	13	2
Gangs	18	20	8		6
How to fill out-of-school time	8	13	19	9	3
Lack of transportation	8	16	19	9	2
Financial difficulty	4	11	20	17	2
Language barrier	6	12	16	17	3

Are there other problems not listed above?

> Affordable housing, childcare
> Childcare
> Difficulties with family life.
> Getting parents involved
> Mental illness
> Mental illness is HUGE
> Parental support
> Social media management, home life stability, medical issues, proper nutrition
> Suicide.

How helpful would each of the following be for youth in Rockville?

	Not helpful	Somewhat helpful	Very helpful	Don't know
Mentoring	2	20	30	2
Counseling/mental health services	1	12	41	
Low-cost recreational activities	1	11	41	1
Money management education		15	36	3
Job search assistance		16	37	1
Career exploration		17	35	1
College preparation assistance	1	15	37	1

Are there other services that would be helpful?

      Academic support

      Better counseling/suicide awareness prevention

      Childcare

      Pairing with high school students

      Rec and Parks

      Teen-young adult assistance

FY 2016 Rockville Emergency Assistance Program (REAP) Recipient Demographic Report

|	
Applications approved:	63
Number of adults served:	96
Number of children served:	91

Gender	FY16 Number	FY16 Percentage
Female	50	79%
Male	13	21%
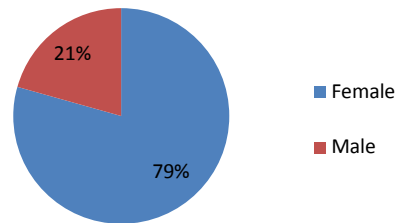
Race		
African American	38	60%
Hispanic	11	17%
White	9	14%
Asian/Pacific Islander	3	5%
Other	2	3%
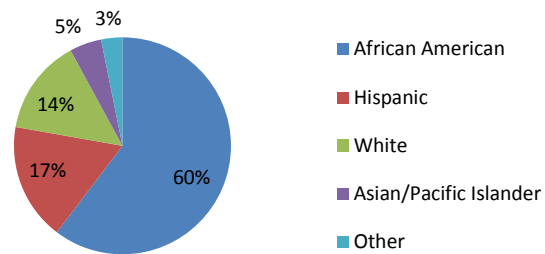
Primary Income Source		
Employment	25	42%
None	9	15%
Retirement/Pension	8	13%
Supplemental Security Income	7	12%
TCA	4	7%
Child Support	3	5%
Disability	3	5%
Unemployment Comp	1	2%
Food Stamps	0	0%
Public Assistance	0	0%
Other	0	0%
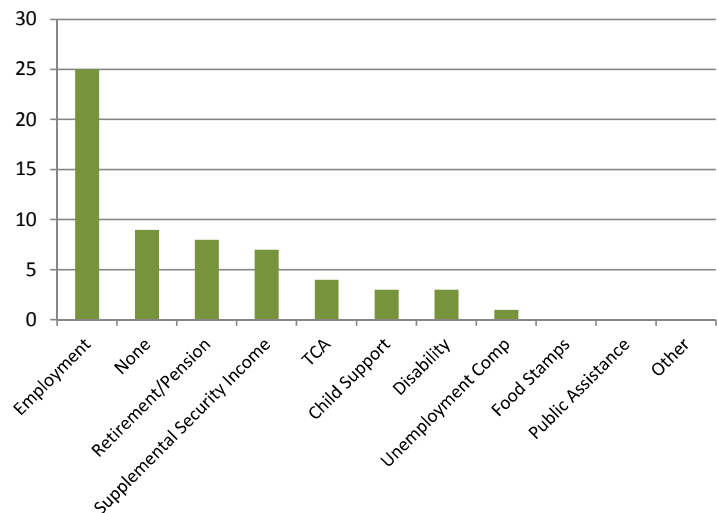
| Last Year's Income		
$0	0	0%
$1 - $10,000	14	23%
$10,001 - $20,000	17	28%
$20,001 - $30,000	13	22%
$30,001 - $40,000	7	12%
$40,001 - $50,000	7	12%
$50,001+	2	3%
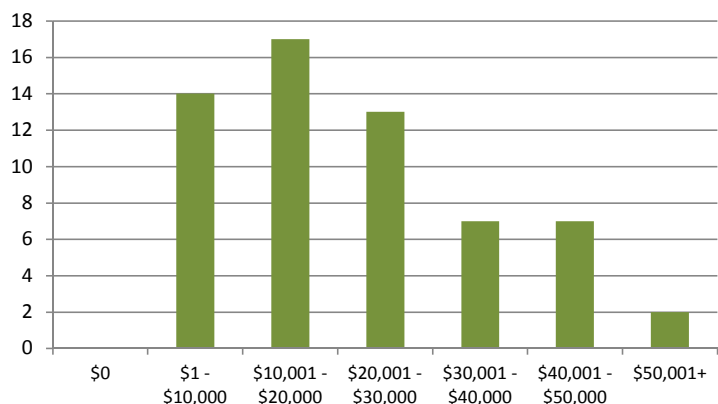
# FY 2016 Rockville Emergency Assistance Program (REAP) Recipient Demographic Report

	FY16 Number	FY16 Percentage
Residency Type		
Renter	51	82%
Owns Home	11	18%
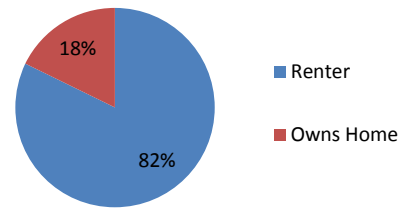
| **Length at Current Residence**		
0.5 - 1 years	12	19%
1.5 - 2 years	8	13%
2.5 - 3 years	13	21%
3.5 - 5 years	8	13%
5.5 - 10 years	7	11%
10.5 - 20 years	8	13%
20.5+ years	6	10%
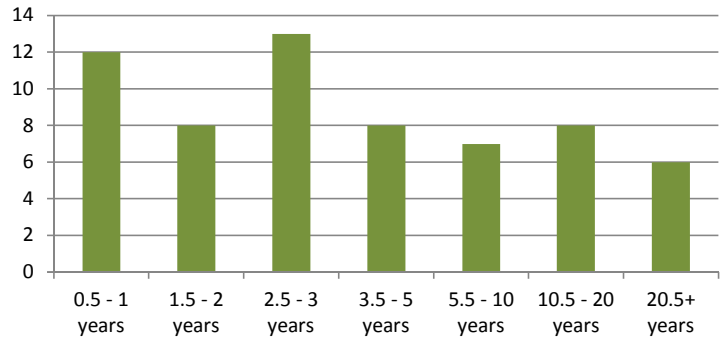
Total Length of Rockville Residency		
0.5 - 1 years	5	8%
1.5 - 2 years	6	10%
2.5 - 3 years	8	13%
3.5 - 5 years	5	8%
5.5 - 10 years	10	16%
10.5 - 20 years	16	26%
20.5+ years	12	19%
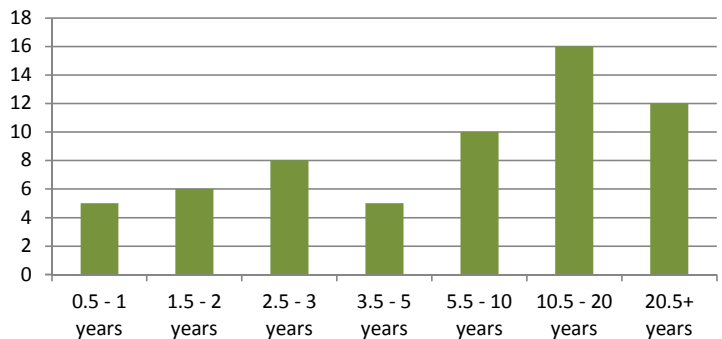
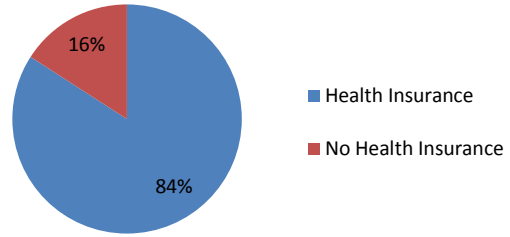| **Marital Status**		
Single	27	44%
Married	15	24%
Divorced	13	21%
Widow(er)	5	8%
Separated	2	3%
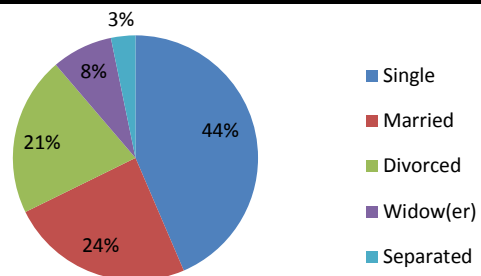
Family Status		
Single Mother	29	47%
Two-Parent Family	12	19%
Single Senior	8	13%
Single Individual, No Children	5	8%
Other	5	8%
Married Couple, No Children	1	2%
Senior Couple	1	2%
Single Father	1	2%
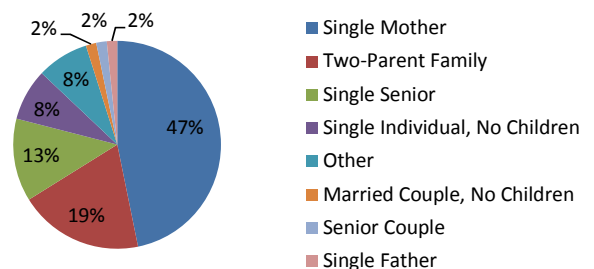
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FY 2016 Rockville Emergency Assistance Program (REAP) Recipient Demographic Report

	FY16 Number	FY16 Percentage
Health Insurance		
Health Insurance	53	84%
No Health Insurance	10	16%

Stakeholder Interview Notes:
Needs

Source	College barriers	Conflict/Bullying	Drugs/Alcohol	Employment	Financial	Food	Housing	Immigration
Focus Group: **Summer Civic Group, Session 1**	Financial; competition with other students		Reported they have the tools they need to handle situation	Finding a job - in high school or later				
Focus Group: **Latino Youth Development Program summer camp, Middle school**	Bad grades; don't have money to pay; not focusing on college; other responsibilities - taking care of family		Educated about negative effects (financial, health, addiction, family's reaction)		Low-paying job doesn't allow for success; not have money for basic needs			Legal status can prevent employment
Focus Group: **Latino Youth Development Program summer camp, High school**	College may be impossible without scholarship; may have to work instead of college; grades				Financial problems could prevent success	Hungry at school		Fear of possible immigration policies under Trump
Interview: **Cpl. Rick Halverson, City of Rockville Police, School Resource Officer**		Social media conflicts, relationship issues; more bullying happens than is brought to his attention - kids might not tell parents	High school: issues surrounding decriminalization of marijuana - easier to get, get citation and not arrest - used by high-achieving students as well; big heroin problem in MoCo, but most over 20 years old		Kids steal because no money at home - economic background; foster kids here for short time, more likely to steal to make money			For kids coming from overseas without documentation, can't verify age
Interview: **Lynique Murray & Maritza Boekhoudt, Linkages to Learning, Maryvale ES**	Priority for clients to find employment before going to college	Behavior issues - meanness, cattiness			Minimum wage increase may make more families ineligible for benefits - higher income can also lead to bad financial decisions (qualify for loans, buy car); most parents are working, some making enough to be ineligible for services but not living wage		Very high rent for single-family homes, basements in Maryvale neighborhood - families double up; housing is first priority for families in crisis - getting a voucher = winning the lottery	

Stakeholder Interview Notes:
Needs

Source	College barriers	Conflict/Bullying	Drugs/Alcohol	Employment	Financial	Food	Housing	Immigration
Interview: Yvette Yeboah, LPCC; Martha Coester, TFCC; Kelley Day-Terry, TCRC; Nia Smith, Teens			Heroin is bad in TCRC neighborhood - recent OD's & deaths		Reluctance to pay for membership when they can get drop-in pass, even if cheaper in long term	Parents don't send snacks for kids not in afterschool prog - use vending machine, eat program's leftovers; Safeway closed - alternatives too far without car and with little kids; afterschool progs at TCRC and LPCC don't get MCPS food when no school (TFCC doesn't qualify)	LPCC neighborhood - change in demographics with Metro access bringing new families, getting rid of some Section 8 housing	
Interview: Adam Goldstein, Swim & Fitness Center Superintendent	Wide divide between kids whose parents can pay for their college and those who can't	Most frequent issue: rowdiness		First jobs out of HS should equip youth with customer service, teamwork, general job skills that will help them advance	Need for $ management help - teen employees don't have bank account - probably no savings, college savings			
Interview: Damon Monteleone, RMHS Principal & Antoinette Phillips, Resource Counselor		Academic bullying - social cliques formed around grades, classes			Widespread need for financial literacy education - not in MCPS curriculum; parents focused on survival - multiple jobs - supporting kids' education not a priority	For low-income households, food insecurity - free food & Wifi are main draws to go to school; many kids would qualify for FARMS but haven't applied (FARMS rate 18.4%, Ever FARMS ~45%) - not applying for FARMS means kids can't apply for some scholarships		Immigrants with traumatic experiences, without parents; schools are on the front line of immigration issues - numbers increase, students start partway through the year

Stakeholder Interview Notes:
Needs

Source	College barriers	Conflict/Bullying	Drugs/Alcohol	Employment	Financial	Food	Housing	Immigration
Interview: **Jessica Cohen, Counselor, Beall ES**		Behavior concerns, impulse control			School staff don't always know how to approach offering referrals/services - awkwardness, embarrassment	Some families don't qualify for FARMS but still struggle	Have had some homeless families, some have had to move a lot	
Interview: **Kimberly Boldon, Principal, Wootton HS**			Students use drugs/alcohol to cope with stressors; marijuana used widely, also prescription drugs passed to friends; sometimes police get involved - e.g. driving high; change in involvement for marijuana - police expect school to have bigger discipline role					

Stakeholder Interview Notes:
Needs

Source	College barriers	Conflict/Bullying	Drugs/Alcohol	Employment	Financial	Food	Housing	Immigration
Interview: Billie-Jean Bensen, Principal & Alejandra Crawley, Resource Counselor, Rockville HS	Need better college supports to reach parents and kids; population sometimes undersells themselves re: higher education options (e.g. getting 2-year degree only when they'd be eligible for 4)			Helping kids find jobs is a big need - both while in school and planning for after graduation	PTSA has done drives for school supplies and coats; struggle to help students pay for AP/IB tests	Some parents won't enroll kids in FARMS because of fear of government		Reunification is a challenge; majority of Hispanic students are from El Salvador - mostly male, older, interrupted education, some travelled unaccompanied & experienced trauma; school does DREAM Act info session, but would be better outside school for privacy
Interview: Craig Staton, Principal; Dedra Green, Resource Counselor & 5 other staff, Julius West MS		Parents get kids cellphones/ computers and don't monitor use - not knowledgeable about consequences or aware of what they're accessing			Kids need winter clothes; need more staff time to provide case management; seen as rich school, but very diverse re: SES - don't have substantial ongoing resources		Rise in homelessness among families - moving from house to house; more families sharing houses	Some parents afraid to ask for help for their kids (esp. those who suffered traumatic journey and reunification) b/c of fear of discovery of legal status

Source	Language/Culture	Legal	Mental health	Parenting/ Child care	Recreation	Schedule	School/Academics	Transportation
Focus Group: **Summer Civic Group, Session 1**						Waking up for school	Classes, homework are challenges	
Focus Group: **Latino Youth Development Program summer camp, Middle school**				Having kids could prevent success		Waking up early; getting to school or program on time; going to sleep; time management; having enough time	Working hard at school and soccer	
Focus Group: **Latino Youth Development Program summer camp, High school**	Kids interpreting for parents changes relationship			Having a baby could prevent success		Not enough sleep, waking up	Homework and dealing with teachers are challenges; hard to pay attention at school with distractions	
Interview: **Cpl. Rick Halverson, City of Rockville Police, School Resource Officer**	Language barrier creates problems; different cultural norms - e.g. touching girls/women	Off-campus lunch creates issues with people getting beat up or robbed; theft of cellphones, etc.; in-school fights; issues with police in news; haven't seen gang activity in Rockville but students like to say they represent a gang - verify with MoCo gang unit					Truancy - parents don't know what to do to prevent kids skipping, CPS & State's Attorney don't do anything; after-school issues carry over to school day, hard to create atmosphere for learning; no accountability re: attendance for summer school	
Interview: **Lynique Murray & Maritza Boekhoudt, Linkages to Learning, Maryvale ES**	Stigma among French immersion families re: asking for help; present impression of being well-off despite difficulty		Kids mimic parents, many of whom have undiagnosed/ untreated mental health issues; mental health issues lead to avoidable crises - lack of foresight, awareness of upcoming problem	Waitlist for childcare subsidy; need family planning; parents redirect blame rather than address kids' bad behavior	Rockville has rec programs, but costly			

Stakeholder Interview Notes:
Needs

Source	Language/Culture	Legal	Mental health	Parenting/ Child care	Recreation	Schedule	School/Academics	Transportation
Interview: **Yvette Yeboah, LPCC; Martha Coester, TFCC; Kelley Day-Terry, TCRC; Nia Smith, Teens**	Trust issues - Hispanic community won't get memberships, sign up for programs, or use rec fund b/c think it's tied to immigration status; decrease in African American residents in traditionally black LPCC area			Parents kick kids out at age 18, when no longer eligible for benefits; teens don't come to rec ctr because taking care of younger siblings; tried parenting, fitness classes with childcare, food - unsuccessful b/c of parents' work schedule, limited free time; lack of support from parents - don't know about programs, send kids alone; not responsive to staff trying to contact; some parents hover	Decrease in teens coming to rec center - taking care of younger sibs, financial hardship; large decrease in Rec Fund usage (95% -> 17%) - decrease in FARMS, medical doc. Eligibility - change in Rec Fund not well advertised; many opt to use payment plans rather than Rec Fund			
Interview: **Adam Goldstein, Swim & Fitness Center Superintendent**	Heavy Asian American user base				Residents unaware of Rec & Parks programs			
Interview: **Damon Monteleone, RMHS Principal & Antoinette Phillips, Resource Counselor**	Difficult to attract non-English speaking parents - aren't familiar with concept of Back to School Night, etc.; innate mistrust of civic institutions re: immigration, but also generally stay away from authorities		High-achieving kids: anxiety, stress	Parents with untreated mental illness, addiction avoid interacting with school rather than have issues come to light			Pressure to succeed, academic peer pressure; some kids who don't come to school seem afraid to be there; MCPS Home & Hospital program "a mess"; immigrant kids with interrupted or no education - need remedial reading, etc.	Some kids don't live on bus route

Stakeholder Interview Notes:
Needs

Source	Language/Culture	Legal	Mental health	Parenting/Child care	Recreation	Schedule	School/Academics	Transportation
Interview: Jessica Cohen, Counselor, Beall ES	Language barrier limits parents' ability to help with homework, communicate with teachers; most written resources available in Spanish, but also have large Chinese population		Extremely long wait lists - for doctors that take insurance and especially for low-/no-cost services; struggle to get parents to accept help for kids, then discouragement of long wait		Financially, not all kids have access to extracurriculars		Academic needs are higher, more varied than school can meet - target lowest denominator, higher-achieving are limited; limited hours/capacity of Special Ed teachers; tutoring - challenging with parents' work schedules, transportation, Common Core (math not taught the same way); different level of prioritization of education across families	Parents have trouble coming for meetings, events with transportation and work schedules
Interview: Kimberly Boldon, Principal, Wootton HS			Stress level, emotional wellbeing; anxiety, depression - families not equipped to help; suicide - school can no longer tell parents that kid can't come back to school until they get treatment - SASCA, etc.; wait for therapist is 2-3 months; gaming addiction prevalent; negative response from students in poll re: hope for future; challenge getting students to participate in groups b/c can't give up study time; difficult to have mental conversation with Asian parents; some reluctance in Af. Am. families - in-school services are better than outside referrals	Help parents recognize stressors, get resources; educate re: red flags for depression, suicide; outreach re: drugs, alcohol, good samaritan laws; message from parents that it's kid's job to get good grades to get into great college - expectations re: APs, extracurriculars				

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Stakeholder Interview Notes:
Needs

Source	Language/Culture	Legal	Mental health	Parenting/ Child care	Recreation	Schedule	School/Academics	Transportation
Interview: Billie-Jean Bensen, Principal & Alejandra Crawley, Resource Counselor, Rockville HS	For incoming ESOL students, language barrier with parents - need Spanish-speaking staff; language is barrier for parents to meet kids' needs		Students need counseling - don't get outside of school	Hard to reach parents - Back-to-School night and other parent events are well attended but don't reach the parents who need it most; parents are not aware of current and/or U.S. school requirements; difficult to get volunteers, esp. with new child abuse training requirements	Need affordable afterschool activities		Need for tutoring; large need for computer/ technology access - have phones, but need computers and access to WiFi - school library closes at 3:30; need tutoring - no formal tutoring prog, but NHS tutors - could use in community centers, apt complexes, etc.	Transportation is an issue for some; activity buses are cut if not sufficiently used
Interview: Craig Staton, Principal; Dedra Green, Resource Counselor & 5 other staff, Julius West MS	Need interpreters for parent events (back-to-school, parent-teacher conferences); need ESL classes for parents in their neighborhood to aleviate transportation problems; significant rise in Hispanic population		Need on-site therapeutic intervention, like LTL model; need Spanish-speaking counselor; refer kids to MHA, but long wait lists	Many parents don't engage with school events b/c of work schedule, lack of transportation; difficult for parents to identify needs of adolescent kids; need way to educate parents about how to navigate MCPS; Parent Community Coordinators (PCCs) are overextended	Kids want afterschool extracurriculars, but many lack transportation (esp. those in METS from other areas)		Kids need tutoring & computer skills; some don't have access to computer/ internet at home, some go to comm. ctrs.; hard for parents to help with homework b/c of new curriculum - curriculum is avail. online, but not geared to parents	Parents can't transport kids to counseling

Stakeholder Interview Notes:
Solutions

Source	Academic/Education	City staff	College help	Connectedness	Community Services programs	Counseling/Mental health	Employment/career help	Financial
Focus Group: **Summer Civic Group, Session 1**			Group or one-on-one counseling: help with college admissions, financing	Work with team, help community	Helpful program supervisors/ counselors - can talk to them		Meet with someone who can explain the process for applying for a job - ideally one-on-one	
Focus Group: **Latino Youth Development Program summer camp, Middle school**	Tutoring; have school counselors encourage students to take honors classes or make aware of other opportunities		Financial help; low-interest student loan; extend FAFSA not just for legal residents; offer grant for college that you pay forward to someone else	SSL hours; learn teamwork and working together through soccer; feels good to help community; having friends and family who care about you prevents people getting involved in harmful activities		Talk to therapist/ counselor to deal with problems; would be helpful for parents to have counselor to talk to when they're stressed	Help students figure out good college and career choice	Teach parents about how to manage money in the U.S. & pay taxes (schedule programs for weekend afternoon or evenings)
Focus Group: **Latino Youth Development Program summer camp, High school**	Group study in LYDP and at school		ACES program; SAT prep class; help with college application and essay; resource re: colleges with GPA requirements	Talk to parents to deal with problems; LYDP teaches communication skills and teambuilding; having good influences can prevent kids' getting involved in harmful activities	Would tell program staff if faced with pressure to use drugs/alcohol; joining group like LYDP might have prevented others' getting involved in harmful activities	Talk to Mr. Miller, school counselor		Low cost is a benefit of LYDP; teach parents how to pay taxes; need Spanish-language outreach for awareness of existing services
Interview: **Cpl. Rick Halverson, City of Rockville Police**	Survey kids who skip school on why	Could use additional school resource officer, or one designated for each school				Mediation to resolve in-school fights; MoCo's gang program is good; generally, intervene with issues in MS before they escalate in HS	Teach kids other skills than college prep - trade	All HS students should do money management classes
Interview: **Lynique Murray & Maritza Boekhoudt, Linkages to Learning, Maryvale ES**	Many parents see the value of education - want to avoid going down same bad road as their parents						MC has GED prep, ESOL	

Stakeholder Interview Notes:
Solutions

Source	Academic/Education	City staff	College help	Connectedness	Community Services programs	Counseling/Mental health	Employment/career help	Financial
Interview: Yvette Yeboah, LPCC; Martha Coester, TFCC; Kelley Day-Terry, TCRC; Nia Smith, Teens	Most schools had representatives at Back to School Jam	Officer Matney talks to kids re: drugs, build relationship with police	Offer free or cheap programs for teens incorporating college info, tours	Staff is important in getting kids to come to programs and stay - form connection, engage				
Interview: Adam Goldstein, Swim & Fitness Center Superintendent							Formal job training program - help those with strong swimming skills qualify for slide/lifeguard jobs; career progression is important - foot in door, development, longevity	Money management classes needed for teens - recommend incentives for participation such as $ at end of program to set up bank account
Interview: Damon Monteleone, RMHS Principal & Antoinette Phillips, Resource Counselor	ESOL prog is reforming - accommodate students with interrupted, no education - recognize college isn't for everyone			On-site "plug-in" services - convenient, more likely to accept services from known entity; LTL, case management is successful		Need Spanish-speaking medical & mental health care		
Interview: Kimberly Boldon, Principal, Wootton HS					More counseling like that provided by Jim, the City's youth and family counselor	Started wellness initiative - monthly activities: drug awareness, stress relief, peer-to-peer interventions; need Wellness Center in every MCPS school, regardless on FARMS rate; have had good experience with Crisis Center; kids talk about mental health - "going to see my therapist"		

Stakeholder Interview Notes:
Solutions

Source	Academic/Education	City staff	College help	Connectedness	Community Services programs	Counseling/Mental health	Employment/career help	Financial
Interview: **Billie-Jean Bensen, Principal & Alejandra Crawley, Resource Counselor, Rockville HS**			ACES - about 120 kids per year participate		Jim (City of Rockville youth and family counselor)'s counseling is successful		Approx. 35 students at Edison this year (increase from prev.) - successful	
Interview: **Craig Staton, Principal; Dedra Green, Resource Counselor & 5 other staff, Julius West MS**	Use Study Island to provide practice lessons in reading, math			Hire for diversity, have staff that parents feel comfortable with, feel they will support them, esp. Spanish-speaking - counteract past negative experiences with school				Women Who Care Ministries provides weekend food

Stakeholder Interview Notes:
Solutions

Source	Health/Fitness	Language/Culture	Parenting	Peers	Recreation	School staff
Focus Group: **Summer Civic Group, Session 1**			Parents need to be there physically, which is hard with work schedule, and kids need to feel comfortable talking to parents. Parenting instruction would benefit them, but they wouldn't admit they need it.	Open communication	Sleep, video games, walk outside	Support at school comes mostly from teachers; haven't met with counselors
Focus Group: **Latino Youth Development Program summer camp, Middle school**	Getting in shape through soccer; suggest cooking classes for parents	English classes for parents (schedule programs for weekend afternoon or evenings)	Talk to parents to deal with problems; having supportive parents prevents people getting involved with harmful activities	Talk to friends to deal with problems; programs allow time with friends and chance to make friends	Dogs; video games for stress relief; programs offer distraction from other issues, stress relief, and break between school and homework	
Focus Group: **Latino Youth Development Program summer camp, High school**	Soccer provides exercise	English classes for parents		Seeing consequences of others who got involved with drugs/alcohol is prevention	Soccer helps coping with problems	
Interview: **Cpl. Rick Halverson, City of Rockville Police**		ESOL helps				
Interview: **Lynique Murray & Maritza Boekhoudt, Linkages to Learning, Maryvale ES**		Latino families are comfortable with Maritza				Counselor wants to partner with LTL therapist for programs like body safety

Stakeholder Interview Notes:
Solutions

Source	Health/Fitness	Language/Culture	Parenting	Peers	Recreation	School staff
Interview: Yvette Yeboah, LPCC; Martha Coester, TFCC; Kelley Day-Terry, TCRC; Nia Smith, Teens		Hire multilingual community center staff members			Goals of TCRC: provide safe space, keep busy, teach life skills; make residents aware of opportunities through social media, website, brochures; Rec Fund, payment plans help with financials	Center staff works with schools, PTAs to address issues
Interview: Adam Goldstein, Swim & Fitness Center Superintendent					Reduced-price pool membership for those who qualify (same criteria as Rec Fund); MoCo has rec scholarship program; increased advertising through Elisabeth, PIO	
Interview: Damon Monteleone, RMHS Principal & Antoinette Phillips, Resource Counselor	Greatest need: Wellness center like at Northwood, Gaithersburg - psychiatrists, social workers, afterschool progs	Hispanic parents don't check website, but use Facebook a lot - would join Spanish language Facebook page; interpretation, language support for parents	Parent outreach at school events - International Night, etc.; incentives for parents to participate - college app, FAFSA info - see value; need professional childcare to allow parents to attend			
Interview: Kimberly Boldon, Principal, Wootton HS	Encourage parents to start by going to PCP if wait for therapist is long		Parents are looking for more resources from school; convey to parents that kids need balance - take care of whole person; resources to help parents cope with their kids			Students trust adults - school staff who say something is a good resource

Stakeholder Interview Notes:
Solutions

Source	Health/Fitness	Language/Culture	Parenting	Peers	Recreation	School staff
Interview: Billie-Jean Bensen, Principal & Alejandra Crawley, Resource Counselor, Rockville HS		Use Catholic Charities' Immigration Legal Services for legal advice	International Night well-attended			Pupil Personnel Worker (PPW) - helped homeless student find home, job
Interview: Craig Staton, Principal; Dedra Green, Resource Counselor & 5 other staff, Julius West MS						